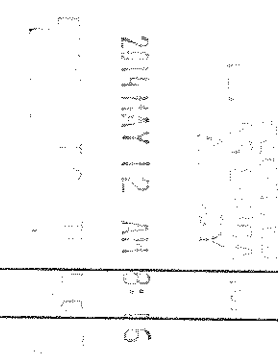


**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here: 
Submittal information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Moulton ISD	County-District # 143902	Campus name/#	Amendment # NA
Vendor ID # 746001757	ESC Region # 3	US Congressional District # 27	DUNS # 032463812
Mailing address 500 North Pecan St., P. O. Drawer C		City Moulton	State TX
			ZIP Code 77975

Primary Contact

First name Dr. Jennifer	M.I.	Last name Hranitzky	Title Superintendent of Schools
Telephone # 361.596.4609	Email address jhranitzky@moultonisd.net		FAX # 361.596.7578

Secondary Contact

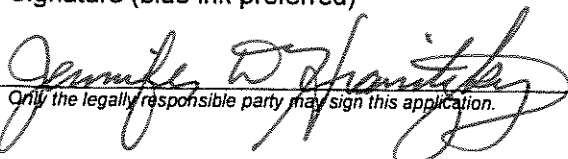
First name Angie	M.I.	Last name Luksovsky	Title Business Manager
Telephone # 361.596.4609	Email address angiel@moultonisd.net		FAX # 361.596.7578

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Dr. Jennifer	M.I.	Last name Hranitzky	Title Superintendent of Schools
Telephone # 361.596.4609	Email address jhranitzky@moultonisd.net		FAX # 361.596.7578
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

5/10/14

701-14-107-066

Schedule #1—General Information (cont.)County-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

ELIGIBILITY FOR ADDITIONAL POINTS:

This project, to be known as **Bobkatz Connect**, is **eligible to receive additional points** based on the following:

- The project will include students from **multiple campuses**—Moulton Elementary School and Moulton High School—and will apply to grades 3-12;
- Moulton High School **already has a limited technology lending program in place** for students in AP English and in AP Science for project-based learning that incorporates reading and writing as well; Bobkatz Connect will significantly expand this program; and
- Both campuses currently use **electronic instructional materials in the foundation courses of reading/language arts/English, mathematics, social studies/history, and science**, using Reading Eggs, Accelerated Reader, Think Through Math, Study Island, Renaissance Learning, and MySatori, among other programs (see page 24)

Applicant Background

Moulton Independent School District is a small rural district located 81 miles east of San Antonio, 107 miles west of Houston, and 53 miles north of Victoria and lies in Lavaca and Gonzales counties. Of approximately 300 students served, 54.3% are economically disadvantaged, and 28% are considered at-risk of dropping out of school due to a combination of social, economic, and educational factors. **\$100,000 for 1:1 technology and Internet connectivity will go a long way and make a clear and meaningful difference to the teachers and students of Moulton ISD (population 324).**

Budget Request

Moulton ISD is requesting \$100,000 to be allocated as follows: \$11,000 for Internet connectivity (Wi-Fi hotspot devices and unlimited-data annual contracts, to be allocated to the neediest students) and \$89,000 for Internet-capable tablets and laptop devices.

Budget Development/Planning Team

The budget for this project, known as Bobkatz Connect, was determined by the Bobkatz Connect Planning Team, which consisted of the Superintendent, Information Technology Coordinator, and the Principals from Moulton Elementary and Moulton High School.

Needs Assessment Process

The Planning Team conducted an online and paper-based survey of parents, teachers, and students to uncover real and perceived needs in technology access and connectivity. In addition to the input gathered from the three anonymous surveys, The Planning Team consulted Lead Teachers/Grade Level Chairs to ensure that their voices and specific concerns helped shape the project's design.

During this process, the Planning Team considered the capacity of the district's school and classroom infrastructure as well as the existing hardware and software resources. (See also pages 24 and 26 for additional detail.) Because the existing tech lending program is only available to students enrolled in AP English and Science, the number of students who do *not* have 1:1 access (including their own devices as allowed through Moulton's BYOT program) was significant and/or the devices they *do* have access to largely consist of cell phones, which are not conducive to in-depth research or project-based learning and are not consistently available from grade to grade or school to school. Almost one-quarter (23%) of parents who responded indicated they *lack* home Internet access, indicating that Moulton also needs to supply Wi-Fi devices or contracted services for connecting the devices in students' homes.

Foundation Curriculum Areas Addressed

Bobkatz Connect expands the existing curriculum areas addressed from AP English and Science to all four foundation curriculum areas for all students in grades 3-12 (page 24).

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **143902**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Summary of Need for the Program

The Planning Team conducted an online and paper-based survey of parents, teachers, and students and determined the following district/student/teacher needs: **1)** Expand Moulton's existing technology lending program beyond AP English and Science; **2)** Increase student achievement in writing, English I and II, Algebra I, and reading and mathematics and increase student access to online dual-credit courses not available in a small, rural district; **3)** Increase the quality and quantity of real-world college and career readiness activities; **4)** Provide Internet connectivity for low-income, high-need students who currently have no residential access; and **5)** Provide staff development and ongoing, job-embedded support for teachers in integrating technology into the curriculum.

Management Plan

The Moulton Instructional Technology Specialist (to be hired with district funds) will be primarily responsible for day-to-day operations of Bobkatz Connect. This Specialist/Project Manager will work closely with the Information Technology Coordinator and will be supported by Lead Teachers. The elementary and secondary school Principals and Superintendent will oversee project delivery and will guide implementation, advise staff, and monitor outcomes throughout the project period.

Program Objectives/Evaluation Methods

Correlated to identified needs (page 16), Moulton objectives related to teacher training, 1:1 access to mobile technology and Internet for all students in grades 3-12; improved academic success in reading and completion of dual-credit courses, and improvements to Moulton's STaR Chart rating as a result of this project. Objectives, milestones, and timelines are detailed on page 17. Moulton will employ quantitative and qualitative evaluation methods and processes (page 19) in order to gather data and assess project implementation and the need to adjust project activities in 2014, 2015, 2016, and 2017.

Adequacy of Infrastructure

In 2013, Moulton expanded its network to include wireless access points across all instructional and administrative areas and allow cell phones and other wireless devices to connect to the network. Expansions included a district network closet and addition of a "chiller" to control temperature in this space. Moulton meters data streaming to maintain control over network efficiency and operations. The network is sufficiently robust to allow an additional 250 devices (such as will be added with this grant) to connect with no anticipated loss of speed or power.

Professional Development for Teachers and Technical Support for Hardware, Software, and Users

With two Technology positions, Moulton ISD will maintain adequate technical support to teachers and students throughout the funding period. The Information Technology Coordinator will be primarily responsible for maintenance of hardware and Internet connectivity, and the Instructional Technology Specialist will be responsible for software, curriculum integration, pre-project and ongoing professional development for teachers, and overall project management and reporting.

Insurance and Care of the Equipment

The Texas Association of School Boards (TASB) Risk Management Specialist for Moulton verified that all technology, existing and to be purchased, is and will continue to be covered for damage and loss by district-maintained insurance. Moulton will update its district and Student Code of Conduct policies regarding appropriate and safe use of equipment and Internet resources prior to the start of the project period. See page 29 for detailed information on these policies.

Conclusion

On any given day, roughly 40% of the population of the town of Moulton, TX is present in the district—visiting, working, and/or being instructed in an office or classroom. The impact of this technology lending grant will not only positively impact the culture of the school but will also have a large impact on the families and residents of this small, rural town from years to come.

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By TEA staff person:

Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$11,000	\$0	\$11,000	
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$89,000	\$0	\$89,000	
Total direct costs:			\$100,000	\$0	\$100,000	
Percentage% indirect costs (see note):			N/A	\$0	\$100,000	
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$0	\$100,000	

Administrative Cost Calculation

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **143902**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Residential Internet Service/Capability		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials: mobile hotspot devices (\$0.99 each)	\$50
	Contractor's other operating costs: data/bandwidth/Internet access	\$10,950
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$11,000

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Schedule #8—Professional and Contracted Services (6200)County-District Number or Vendor ID: **143902**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided**Grant Amount
Budgeted**

Contractor's payroll costs

of positions:

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

Contractor's supplies and materials

\$

Contractor's other operating costs

\$

Contractor's capital outlay (allowable for subgrants only)

\$

Total budget:

\$

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Schedule #8—Professional and Contracted Services (6200)County-District Number or Vendor ID: **143902**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$11,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$11,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **143902**

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted		
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies				
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:				
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:				
6399	Technology Hardware—Not Capitalized						Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost			
	1				\$	\$		
	2				\$			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized					\$		
6399	Supplies and materials associated with advisory council or committee					\$		
Subtotal supplies and materials requiring specific approval:						\$		
Remaining 6300—Supplies and materials that do not require specific approval:						\$		
Grand total:						\$0		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: **143902**

Amendment number (for amendments only):

Expense Item Description**Grant
Amount
Budgeted**

64XX ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:

☐ ESC-owned vehicle usage☐ Other:☐ Insurance☐ Other:

\$

6411 Out-of-state travel for employees (includes registration fees)

Specify purpose:

\$

6412 Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.

Specify purpose:

\$

6413 Stipends for non-employees (specific approval required only for nonprofit organizations)

Specify purpose:

\$

6419 Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations

Specify purpose:

\$

6411/
6419 Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees

Specify purpose:

\$

6429 Actual losses that could have been covered by permissible insurance

\$

6490 Indemnification compensation for loss or damage

\$

6490 Advisory council/committee travel or other expenses

\$

6499 Membership dues in civic or community organizations (not allowable for university applicants)

Specify name and purpose of organization:

\$

6499 Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)

Specify purpose:

\$

Subtotal other operating costs requiring specific approval:

\$

Remaining 6400—Other operating costs that do not require specific approval:

\$

Grand total: \$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **143902**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Internet-capable mobile laptop devices for students	205	\$400	\$82,000
3	Internet-capable mobile tablet devices for students	14	\$500	\$7,000
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$89,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**324**

Category	Number	Percentage	Category	Percentage
African American	2	.6%	Attendance rate	97.4%
Hispanic	137	43%	Annual dropout rate (Gr 9-12)	0.0%
White	175	55%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	175	54%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	26 (ELL)	8%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

Moulton ISD is a small rural district located 81 miles east of San Antonio, 107 miles west of Houston, and 53 miles north of Victoria and lies in Lavaca and Gonzales counties. The district is in Congressional District 27, State Board of Education District 3 represented by Marisa Perez, Texas House District 13 represented by Lois Kolkhorst, and Texas Senate District 18 represented by Glenn Hegar.

In addition to the demographics listed above, 31% of Moulton's student body is considered at-risk of dropping out of school due to a combination of social, economic, and educational factors.

Moulton employs 48.8 staff: 27.5 teachers, 3 support staff, 3.2 campus and central administrators, and 15.8 auxiliary staff.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	18	24	26	24	27	22	21	22	25	23	24	25	26	17	324
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	18	24	26	24	27	22	21	22	25	23	24	25	26	17	324

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Lending Grant Planning Team; Needs Assessment Process, Existing Needs (See also page 16)

The planning team for this Technology Lending grant program, to be known internally as **Bobkatz Connect**, consisted of Moulton's **Superintendent, Information Technology Coordinator, and the Principals** of both Moulton Elementary (grades 3-6) and Moulton High School (grades 7-12). This team met weekly from the end of March through mid-May to qualitatively and quantitatively assess the need for the project; construct and deliver technology surveys to **parents, teachers, and students**; analyze survey results; consider all district technology resources; and plan a project tailored to **students' need** for technology in an extended-day/home learning environment that would complement the school-day program, Internet connectivity for low-income, high-need students; experience with real-world technology applications and uses; access to online dual-credit courses not available in a small, rural district; and preparation for a technology-infused post-secondary educational experience. In addition to the input gathered from the three anonymous surveys, The Planning Team consulted Lead Teachers/Grade Level Chairs to ensure that their voices and specific concerns helped shape the project's design. As a result, the planning process for Bobkatz Connect reached out to and included all stakeholders in the Moulton ISD learning community, and the resulting project meets several clearly identified needs as indicated on the following page.

Prioritization of Campuses and Grade Levels

When calculating the anticipated impact of \$100,000 in this small, rural district, Moulton determined that it could effectively provide 220 of its 324 students with 1:1 devices. Beginning with the high school grades and working down to the lower levels, the Planning Team prioritized grade level saturation consistent with the needs expressed by parents, teachers, and students on responses to their respective surveys, as well as by academic needs identified on the following page (college and career readiness, access to dual-credit courses, etc.).

Description of Available Equipment/Need for Loaned Technology/Bring Your Own Technology Program

During the needs assessment process, the Bobkatz Connect Planning Team considered the capacity of the district's school and classroom infrastructure as well as the existing hardware and software resources. (See also page 26.) Because the existing tech lending program is only available to students enrolled in AP English and Science, the number of students who do *not* have 1:1 access (including their own devices as allowed through Moulton's BYOT program) was significant and/or the devices they *do* have access to largely consist of cell phones, which are not conducive to in-depth research or project-based learning and are not consistently available from grade to grade or school to school. Almost one-quarter (23%) of parents who responded indicated they *lack* home Internet access, indicating that Moulton also needs to supply Wi-Fi devices or contracted services for connecting the devices in students' homes.

Student Feedback

In addition to quantitative information the surveys provided (such as the # and % of families without access to devices or connectivity), anecdotal information from the open-ended portions of the student survey yielded the following responses to the question, **If you were able to take your own school computer/device home with you to work with, what would probably happen?**:

- "I will be able to do AR tests" (grade 3)
- "I'd put books galore to it and read it all the time. We'd send homework to the teachers." (grade 4)
- "I would learn, look up things I don't know, read. I would love to have one." (grade 6)
- "I would probably study more and take the time to concentrate on my schoolwork. I would also be able to finish my assignments with more confidence. If students are assigned their own device, it would allow students in UIL to study and complete items such as essays." (grade 9)
- "I would do all my homework. Finish the work the teacher gave me like research paper work on scholarships." (grade 11)

Approximately 1 in 5 students also responded with their concern for losing or breaking the devices or that their siblings might do so. This is also a fear that teachers have expressed. In response, the Planning Team has outlined a **3-4 week orientation** component of Bobkatz Connect that will teach students proper use of the devices and simple troubleshooting skills, allowing them (and their parents) to get comfortable with the devices before they begin using them at home.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Expand Moulton's existing technology lending program beyond AP English and Science courses.	Approximately 220 students in grades 3-12 will have 1:1 access at home and at school to Internet-capable devices—either tablets or laptops. This will significantly expand on the current limited tech lending program currently available to AP students only. Additionally, it will provide level access to equipment for students so they can participate in Moulton's "Bring Your Own Technology" program even if they do not have their "own" (family supplied) device.
2.	Increase student achievement in writing, English I and II, Algebra I, and Reading and increase student access to a wide variety of online dual-credit courses.	Expanding the tech lending program to include all students in grades 3-12 will enhance and extend access to electronic instructional resources and the time students can engage with them. In addition to ensuring their ability to access existing software and web-based instruction from home, Bobkatz Connect will afford students from this small rural district the opportunity to enroll in the Texas Virtual School Network as well as online dual-credit courses from a variety of institutions, primarily Victoria College in Victoria, Texas.
3.	Increase the quality and quantity of real-world college and career readiness activities. Students say that when they reach college, they find they are not as prepared as students from other school districts to access and use technology in projects, for research, and in their regular coursework.	Bobkatz Connect will provide ALL students in grades 3-12 with an Internet-capable mobile device (tablet or laptop). Regular, ongoing access coupled with teacher and Instructional Technology Specialist support will increase students' comfort level with mobile technology, encourage them to use it for real-world tasks such as research and scholarship applications, expand their ability to create and deliver interdisciplinary projects, and make technology a virtually invisible tool rather than one that is only occasionally accessible. Expanding access to the home will bridge the digital divide for students of poverty and provide them with access to instructional resources, effectively extending the school day into the home environment.
4.	Provide Internet access for economically disadvantaged students who currently have no residential access. Approximately 23% of parents indicated via an anonymous survey that they do not currently have Internet access at home. (Survey response rate was 74 parents out of 324 students.)	Professional and Contracted Services funds will fund (in whole or in part) Internet access at students' homes. The current plan is for Bobkatz Connect to cover up to 45 Wi-Fi devices and unlimited data plan contracts for the duration of the project period. This cost is in accordance with our findings that several service providers (AT&T, Comcast, EveryoneOn/Connect2Compete, and others) have plan options that assist low-income households. We will continue to explore additional options and negotiate the best rates for our district and will finalize our plan no later than mid-October 2014.
5.	Provide staff development and ongoing, job-embedded support for teachers in integrating technology into the curriculum. 40% of teachers indicated only a "Basic" level of proficiency with educational technology; 5% responded "Advanced"; 35% do not address digital citizenship in their curriculum; 60% have never created electronic learning materials for their class.	Although no grant funds will support this need, Moulton has identified additional sources of that will fund a full-time Instructional Technology Specialist who will work with teachers during professional development days, during teachers' release time/planning periods, and alongside them in the classroom to provide just-in-time training. Additionally, more experienced teachers at the high school will share best practices with elementary school teachers in order to create a seamless transition for students. Lastly, Bobkatz Connect will feature a 3-week orientation period for students that will put students, teachers, and parents at ease about the purpose of and expectations for this technology lending program.

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By TEA staff person:

Schedule #14—Management PlanCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Over 14 years of experience in public education, including 9 years in school and district leadership; expertise in curriculum assessment, project based learning, data analysis, and program coordination. Ph.D. and M.Ed. in Curriculum and Instruction; B.S. in Biochemistry.
2.	Information Technology Coordinator	Minimum 2 years experience in management of information systems for an organization; knowledge of computer networks, hardware, and software; responsible for managing budget, coordinating district functions, implementing tech policies; Bachelor's degree in computer science or related field required
3.	Instructional Technology Specialist	(TBH with other funds) Knowledge of instructional software applications, curriculum and technology used in instructional settings; able to develop and deliver technology training to adult learners; at least 2 years exemplary teaching experience, Bachelor's degree, and valid TX teaching certificate required.
4.	Lead Teachers	(Will support project implementation; no grant funds required) Demonstrated experienced integrating technology into instruction; able to coach and train others; at least 2 years exemplary teaching experience in their content area/grade level, Bachelor's degree, and valid TX teaching certificate required.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By November 15, 2014, 100% of teachers will be trained in how to deploy 1:1 devices for extended learning	1. Purchase devices for teacher training	10/01/2014	10/31/2014
		2. Finalize content for teacher training	10/01/2014	10/21/2014
		3. 100% of all secondary teachers trained (12+ hours)	10/25/2014	11/15/2014
		4. 100% of all elementary teachers trained (12+ hours)	10/25/2014	11/15/2014
		5. At least 85% of teachers indicate improved understanding of and comfort level with 1:1 devices for extending student learning opportunities	11/15/2014	12/15/2014
2.	By February 1, 2015, all students in grades 3-12 will have 1:1 access to eLearning device.	1. Complete 3-week orientation for all grade 3-12 students on 1:1 devices	11/15/2014	12/15/2014
		2. Conduct at least 3 orientation sessions for parents on expectations for at-home use of 1:1 devices	11/15/2014	12/15/2014
		3. 50% project rollout complete (1:1 for 100+ students)	11/15/2014	12/15/2014
		4. 100% project rollout complete (1:1 for 200+ students)	11/15/2014	02/01/2015
3.	By June 1, 2016, at least 50% of students will demonstrate measurable improved academic success	1. 100% of grade 3-12 students will use 1:1 technology for project-based learning	01/15/2015	06/01/2016
		2. ≥40% of grade 3-8 students show improved year-over-year reading achievement as measured by STAAR	01/15/2015	06/01/2016
		3. ≥40% of grade 9-12 students will have completed at least one online dual-credit course.	01/15/2015	06/01/2016
4.	By August 31, 2016, Moulton will improve its overall STaR Chart ratings for MHS and MES.	1. Elementary School: All categories = 2 or higher (up from 19 of 24); at least 5 categories 3 or higher (up from 2)	10/01/2014	08/31/2016
		2. High School: At least 15 categories = 3 or higher (up from 11); at least 3 categories = 4 or higher (up from 0)	10/01/2014	08/31/2016

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moulton ISD's small size allows for impromptu leadership meetings as well as more formal weekly school and district **leadership, grade level, and core subject meetings to review various data points** aligned to the district's annual goals around student achievement, promotion/retention, remediation/RtI, advanced academics, graduation, and college matriculation. Each principal reports on progress toward these goals and in this way monitors and manages the organization's overall academic, support services, financial, and facilities needs. Meetings will continue throughout the project period and will include reports from the Information Technology Coordinator and the Instructional Technology Specialist (to be hired with other funds) as appropriate to ensure program compliance and necessary adjustments made in a timely manner. The Technology Specialists will meet **weekly** throughout the program implementation period to identify program-wide needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; and monitor and adjust program activities as determined by data-indicated need.

The Instructional Technology Specialist—who will serve as the **Project Manager**—will document progress toward project objectives, as well as any program changes deemed necessary by a team review of the data, electronically and will communicate with the Superintendent and both school principals via email and in person weekly throughout the project period in order to ensure district-wide support for the project, help coordinate funding, and plan for project sustainability.

In addition to regular electronic, in person, and print communications with parents in English and Spanish, quarterly notifications about project activities and results will be made publicly available to the larger school community in both written and electronic format.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moulton ISD is committed to continuing, and where appropriate, expanding this technology lending program beyond the initial funding period and promises the following: to maintain accurate, up-to-date records of grant activities and expenditures; to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment (or failure to accomplish) each program objective and performance target; to demonstrate our intent and commitment to the implementation and operation of the tech lending grant program in subsequent years, should continuation funding be available; to continue to participate in the grant program in subsequent years if available and awarded; to seek input and guidance from TEA; and to share details of our model and the results of our program with others.

Moulton's Superintendent of Schools as supported by the campus principals and Technology Specialist when appropriate, oversees all district grant-seeking activities, and works with the Business Office and Human Resources team to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of granted programs. These efforts to identify additional funding sources and to maximize state and local allotments will continue over the 22-month grant period so that Bobkatz Connect can be sustained, expanded, and continued after the TEA funding period ends.

Upon notice of funding, the Superintendent will seek advice and counsel from school leaders and ESC staff in order to identify and secure local, state, federal, and private funding to coordinate for grant sustainability and program continuation. **Each semester** of the funding period (fall and spring, 2014-16), the Superintendent and Instructional Technology Specialist will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative: Review student achievement data (STAAR, EOC, promotion/retention, etc.)	1.	Review multiple measures of achievement for each student; trends show an increasing % of students improving and/or passing, year over year
		2.	90% of students take at least 3 benchmark tests annually
2.	Quantitative: Review student access to devices and Internet connectivity at home; access of online/electronic instructional resources; and enrollment in online dual-credit courses	1.	100% of students in grades 3-12 have regular access (2+ times per week)
		2.	100% of students in grades 3-12 participate in project-based learning
		3.	100% of students have Internet access at home and use it to connect to school-based software programs for increased time on instructional tasks
		4.	At least 40% of high school students register for and satisfactorily complete at least one online dual-credit course
3.	Qualitative: Survey student perceptions of college and career-readiness activities and comfort level with technology	1.	At least 75% of high school students report increased college readiness
		2.	At least 75% of students in grades 11 and 12 complete scholarship and college applications online
		3.	At least 75% of high school students indicate increased comfort levels when applying for scholarships and completing college applications online
4.	Qualitative: Administer annual satisfaction surveys to parents, students, and teachers	1.	At least 35% of parents, 95% of students, and 95% of teachers participate
		2.	At least 85% of each group indicates satisfaction with Bobkatz Connect
		3.	At least 75% of teachers indicate increased comfort level integrating technology into instruction and deploying 1:1 tech lending to students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moulton ISD and school staff will collect and analyze data according to the following schedule and will continue to collect, aggregate, analyze, and report on these and other data points throughout the funding period as required by TEA.

QUANTITATIVE DATA		QUALITATIVE DATA	
Instruments	Collection Schedule	Instruments	Collection Schedule
Inventory records	Annually	Supt. and Project Manager observation	Weekly
Financial reports	Semi-annually	Principal feedback	Weekly
Device check-out sheets/systems		Parent, student, teacher surveys, interviews	Annually
Standardized tests	BOY, MOY, EOY; benchmarks; annual exam		

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. The **Project Manager (Instructional Technology Specialist)** will be responsible for project data gathering and reporting and ensuring its integrity and accuracy, assume primary responsibility for program-level implementation and adjustment, aggregate and analyze site-level data, drive the process to identify and correct problems, and follow-up to ensure the program is on track to achieve all goals and objectives. In this way, the Project Manager will be able to monitor and evaluate all planned activities and contracted services in order to determine their merits and effectiveness in achieving project aims. The **Superintendent and Principals** will meet weekly in order to monitor data and to act swiftly to immediately correct any problems with project delivery and will, therefore, be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, this technology lending initiative will have the opportunity to continuously improve.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moulton ISD will enhance and extend its existing technology lending program, which is currently only available to students enrolled in AP English and Science, in the following ways:

- **Significantly Increase Student Access to Technology:** Bobkatz Connect will use grant funds to purchase 220 mobile tablet and laptop devices and deploy them to all students in grades 3-12 across the district's two campuses: Moulton Elementary School and Moulton High School.
- **Extend the use of Existing Electronic Instructional Materials Beyond the School Day to the Home Learning Environment:** Moulton has purchased licenses for test preparation software and foundation curriculum resources including MySatori, iStation, Think Through Math, Accelerated Reader, Study Island, and Reading Eggs. In addition, students who have Internet-capable devices at home can access Google Apps and Google Docs, Skype with their teacher or study groups, and use other web-based programs as allowed by the district's licensing agreements. By affording both the device and the Internet connectivity to all students, Moulton is effectively extending the use of electronic instructional materials from the school day to the home environment, deepening students' engagement with the learning materials and extending their time spent on instructional tasks.
- **Teachers as Peer Coaches:** As the teachers at Moulton High School are more familiar and comfortable with integrating technology into the classroom based on their experience with project-based learning and research in AP English and Science, their expertise will contribute to the district wide rollout of this 22-month program. Lead teachers from the high school will assist the Instructional Technology Specialist (to be hired with district funds) in summer training sessions to prepare teachers across grades 3-12 for the grant-funded program, and they will continue to model best practices in technology-supported whole class, small group, and individual instruction.
- **Ensure Home Internet Access for All Students:** As previously mentioned, Moulton ISD undertook a three-part (online and paper-based) survey of parents, students, and teachers to ascertain their interest in and readiness for a 1:1 technology lending program. Just under one-quarter (23%) of parents indicated that they did NOT have Internet access at home. This translates to approximately 67 students across all grade levels. When allowing for sibling groups and excluding students in grades pre-K – 2, Moulton estimates that around 45 households will need to be provided with Internet service during the funding period. Initial research indicates that area service providers can supply Wi-Fi hotspot devices and yearlong contracts with unlimited data usage for approximately \$25,000 over the two-year grant period, but that with careful planning and coordination of supplemental funding provided by the district's technology budget, all families that need access will be able to have it. Moulton will continue to explore pricing plans and configurations to extend this benefit further as the beginning of the grant period approaches.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moulton ISD coordinates state and local funding for the purchase of technology, technology-related instructional materials and equipment, and the deployment of related instructional programs as summarized below.

STATE (Instructional Materials Allotment):

- Digital materials for new textbook adoption for math, science, and technology applications (to be purchased during Summer 2014)

LOCAL funding has supported and will continue to support:

- Upgrades of domain services;
- Ethernet switches;
- Construction and chiller for network room upgrades;
- Existing netbooks for use by students enrolled in AP courses;
- Region Service Center support (Barracuda firewalls);
- Reading Eggs;
- Study Island;
- Renaissance Learning/STAR Reading;
- Math Facts in a Flash; and
- My Satori.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **143902**

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mission Statement

The Moulton Independent School District is dedicated to the task of **building a solid foundation** upon which each and every student can experience **meaningful and positive growth**. This will be accomplished by an environment that is **educationally sound and individually stimulating**. We feel that with the involvement of each student along with the commitment of school, home, and community that we can help develop useful, self-supporting, and productive citizens.

Technology Lending Program/District Mission Alignment

Bobkatz Connect is a carefully planned **technology lending grant program aligned to our mission** in the following ways:

- **Building a solid foundation**—Moulton ISD strives to provide all students with a solid foundation for lifelong learning. Feedback from former students has indicated they did not feel as prepared for technology use and integration in their post-secondary institutions. Therefore, Bobkatz Connect will provide all students in grades 3-12 with a 1:1 device, **emphasizing real-world technology use and application, project-based learning across all subjects, and access to online dual-credit courses** for high school students.
- **Educationally sound environment**—This project coordinates a wide variety of online and other instructional materials, including **electronic curricula approved by the Texas Education Agency** for use in schools and classrooms. In addition, Moulton is using district funds to hire a **full-time Instructional Technology Specialist** who will work with teachers to identify, implement, assess, and iterate on research-based best practices to integrate technology into the daily curriculum. Finally, Moulton will ensure an environment that **guards and protects students' online safety and the privacy of their educational records**.
- **Meaningful and positive growth/Individually stimulating**—The very nature of 1:1 access to technology, especially when coupled with home-based Internet access for all participating 3-12 students, is individually stimulating. Beyond this, Bobkatz Connect will make use of math, reading, science, test prep, and other academic resources that meet students where they are and help them each achieve the next level of individual success. The Instructional Technology Specialist will support teachers in monitoring data that tracks each student's level of participation and academic growth to ensure their ongoing engagement with the hardware and tools as well as the appropriate use of each.
- **Commitment of school, home, and community**—Moulton sought input from parents, teachers, and students when planning for Bobkatz Connect. **Feedback was overwhelmingly positive**, and the Planning Team addressed several concerns in the design of this program. The commitment of the district to provide 1:1 access to technology and the Internet has been met with **enthusiasm, appreciation, and support from parents, families, and community members**, and we look forward to serving our small, rural community and district with technology lending funding for this exciting program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **143902**

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prioritization of Campuses and Grade Levels

Moulton ISD is a small, rural district with only three campuses: an early childhood building (Pre-K-2); an elementary campus (3-6); and a high school campus (7-12). As the existing technology lending program currently serves only high school students who are enrolled in AP courses, **all campuses have a high need for the program.**

When calculating the anticipated impact of \$100,000 **Moulton determined that it could effectively provide at least 220 of its 324 (68%) students with 1:1 devices.** Beginning with the high school grades and working down to the lower levels, the Planning Team prioritized grade level saturation consistent with the needs expressed by parents, teachers, and students on responses to their respective surveys, as well as by identified academic needs, including improving student achievement, improving college and career readiness, and increasing access to online dual-credit courses that will extend the range of engaging coursework for secondary students.

Ensuring Access to Lending Equipment

Moulton already had plans to use district funds to hire a full-time **Instructional Technology Specialist**. This position, as assisted by support staff at the elementary and high school campuses, will be accountable for ensuring access to the equipment purchased with grant funds as well as existing tech lending equipment previously purchased.

Moulton's as **Information Technology Coordinator** will ensure proper setup and ongoing maintenance of the hardware, connectivity to campus-based wireless networks, and **the two Specialists will work together** to guarantee the installation of educational software on each machine or on cloud-based systems as appropriate to the district's license for each.

Residential Internet Access to High-need Students

As detailed on page 15, Moulton ISD undertook a three-part (online and paper-based) survey of parents, students, and teachers to ascertain their interest in and readiness for a 1:1 technology lending program. Just under one-quarter (23%) of parents indicated that they did NOT have Internet access at home. This translates to approximately 67 students across all grade levels. When allowing for sibling groups and excluding students in grades pre-K – 2, Moulton estimates that around 45 households will need to be provided with Internet service during the funding period. Initial research indicates that area service providers can supply **Wi-Fi hotspot devices and yearlong contracts with unlimited data usage** for approximately \$25,000 over the two-year grant period, but that with careful planning and coordination of supplemental funding provided by the district's technology budget, **all families that need access will be able to have it.** Moulton will continue to explore pricing plans and configurations to extend this benefit further as the beginning of the grant period approaches.

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Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Bobkatz Connect Technology Lending Program has been designed to extend student access to current curriculum, instruction, and classroom management policies and practices across all grade levels as follows:

Curriculum Materials with Electronic/Online Components or Resources	Pre-K – 2*	3 – 6	7 – 8	9 – 12	Reading/LA/English	Mathematics	Social Studies/History	Science	Study Skills/Test Prep
Reading Eggs	X				X				
Study Island	X	X			X	X		X	X
MySatori	X	X			X	X	X	X	X
Math Facts in a Flash	X	X				X			X
Accelerated Reader	X	X	X	X	X				
Renaissance Learning STAR Rdg	X	X	X	X	X				
Think Through Math		X	X			X			X
Google Apps		X	X	X	X			X	
Google Docs		X	X	X	X	X	X	X	X
Google Classroom**		X	X	X	X	X	X	X	X
Online dual-credit courses				X	X	X	X	X	

* Although students in grades pre-K through 2 are not directly participating in Bobkatz Connect, Moulton is laying the foundation for their participation as noted in the table here. Also, many of them have older siblings who will be participating in the 1:1 program and may have limited access to online and other technology resources at home through their own devices or in a peer tutoring environment as led by siblings in grades 3-12. Expanding access to devices and the Internet in students' homes will bridge the digital divide for students of poverty and provide them to individually engage with instructional resources in greater depth, effectively extending the school day into the home environment.

** Google has just announced the launch of Classroom, an educational platform for teacher-student communication that helps teachers make, collect, and track students assignments as well as make announcements, ask questions, and field student responses in real-time—all at no cost to schools. Also appealing is that Google will not use the data that moves through the platform or display adds in Classroom, either. At this time, Classroom is invitation-only during the preview period, but the platform will soon be available to pilot testers and then widely released in September 2014. As Moulton already uses Google Apps and Google Docs, **Bobkatz Connect will also make use of Classroom to facilitate alignment between current curriculum, instruction and classroom management and the 1:1 technology lending program** for Moulton students.

<http://techcrunch.com/2014/05/06/google-debuts-classroom-an-education-platform-for-teacher-student-communication/>

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Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Please see the table on the preceding page for a visual summary of how Moulton ISD uses electronic materials across all grade levels and all foundation curriculum subject areas.

Also, as stated elsewhere in this application, Moulton will hire a full-time Instructional Technology Specialist to increase students' (and teachers') comfort level with mobile technology, encourage them to use it for real-world tasks such as research and scholarship applications, expand their ability to create and deliver interdisciplinary projects, and make technology a virtually invisible tool rather than one that is only occasionally accessible.

This need was quantified via the Teacher Survey undertaken during the planning period for this technology lending grant. As stated on page 16, 40% of Moulton's teachers indicated only a "Basic" level of proficiency with educational technology, 55% responded "Proficient" and 5% responded "Advanced"; 35% do not address digital citizenship in their curriculum to support the TEKS; and 60% have never created electronic learning materials for their class.

Please see also page 26 for an outline of the types of professional development that the Instructional Technology Specialist will provide to teachers during summer 2014 and throughout the project period (and beyond).

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Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development for teachers is estimated to occur on the following schedule but is subject to change once the full-time Instructional Technology Specialist is hired and on board. Summer and Fall, as indicated here, covers the time necessary to prepare teachers for implementation of Bobkatz Connect as well as more in-depth and content-specific preparation to support full curriculum integration beginning in 2015. All professional development will be provided with district funds.

SUM 2014	FALL 2014	CONTENT	TEACHERS OF GRADES		
			PK-2	3-6	7-12
X		Overview/update of available district electronic materials and their connection to content areas	X	X	X
X		Legal Concerns for Social Media (August 18, 2014) <i>NOTE: ALL STAFF will participate in this workshop; follow up training will be provided in Spring 2015.</i>	X	X	X
X		Legal issues regarding technology use in schools (Walsh Anderson attorney, Joe Tanguma—August 19, 2014)	X	X	X
X	X	Overview of Bobkatz Connect project need, aims, equipment, procedures, policies and expected outcomes		X	X
X	X	Intro/Intermediate use of student devices		X	X
	X	Basic/Intermediate troubleshooting of 1:1 devices and Wi-Fi hotspots		X	X
	X	Digital Citizenship to support TEKS	X	X	X
	X	Creating electronic instructional materials for your classroom	X	X	X
	X	Job-embedded support to increase teachers' technology proficiency (ongoing, 1:1, small group, and large group)	X	X	X

Please see page 25 (previous page) for data gleaned from teacher responses to surveys. This data, as well as updates to the survey, administered twice annually, will continue to inform the content and structure of teacher professional development for this technology lending project.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moulton ISD serves **elementary school students in three buildings** (Lower Classrooms—grades pre-K-2; Upper Classrooms—grades 3-6; and a Library and Computer lab for all students) and **secondary students in three buildings** (high school—grades 7-12; Ag building; and Science/Technology building). Current infrastructure is more than adequate to serve all students and teachers and provides Internet connectivity for all.

In 2013, Moulton expanded its network to include wireless access points across all instructional and administrative areas and allow cell phones and other wireless devices to connect to the network. Expansions included a district network closet and addition of a "chiller" to control temperature in this space. Moulton meters data streaming to maintain control over network efficiency and operations.

Firewalls (Barracuda) are provided through Region 3. Google archive systems allow sufficient storage space for all students and staff members, and students are allowed access to their files even after graduation as they matriculate to college. The network is sufficiently robust to allow an additional 250 devices (such as will be added with this grant) to connect with no anticipated loss of speed or power.

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Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As stated on page 23 and elsewhere, the current plan is for Bobkatz Connect to fund a select number of Wi-Fi devices and unlimited data plan contracts for the duration of the project period. Several service providers (AT&T, Comcast, EveryoneOn/ Connect2Compete, and others) have plan options that assist low-income households.

Moulton estimates that around 45 households will need to be provided with Internet service during each year of the funding period. Initial research indicates that area service providers can supply Wi-Fi hotspot devices and yearlong contracts with unlimited data usage for approximately \$25,000 over the two-year grant period, but that with careful planning and coordination of supplemental funding provided by the district's technology budget, all families that need access will be able to have it. Moulton will continue to explore and negotiate the best rates for our district, as well as options and configurations that will extend this benefit further as the beginning of the grant period approaches.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With two Technology positions, Moulton ISD will maintain adequate technical support to teachers and students throughout the funding period.

Moulton's **Information Technology Coordinator** will arrange the district's contractual agreements for Internet connectivity via Wi-Fi hotspot devices (to be loaned to students with the highest need) and will ensure proper setup and ongoing maintenance of the hardware as well as connectivity to campus-based wireless networks. The Information Technology Coordinator will also be accountable for the following:

- Installing virus protection software as appropriate;
- Conducting regular device optimization and cleaning;
- Completing data downloads; and
- Removing potentially private, individual student achievement, or other personal data from the machines prior to their use by or assignment to other students.

The **Instructional Technology Specialist** will work with the Information Technology Coordinator to ensure and troubleshoot ongoing installation of educational software on each machine or on cloud-based systems as appropriate to the district's license for each. This position will also provide training and technical support to teachers on software issues.

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Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Responsibility for Ensuring Access to Equipment and Resources

As stated on pages 18 and 20, Moulton ISD's full-time **Instructional Technology Specialist** (to be hired with district funds), as assisted by support staff at the elementary and high school campuses, will be accountable for ensuring access to the equipment purchased with grant funds as well as existing tech lending equipment previously purchased. S/he will be the primary staff member accountable for establishing and overseeing the equipment check-out process, which will be finalized during August 2014 with input from representatives from the three major stakeholder groups: parents, teachers, and students. District and school leaders will have the final authority for process approval and will monitor the effectiveness of the process throughout the funding period, adjusting it as appropriate as heretofore-unseen issues or concerns arise.

Responsibility for Ensuring Proper Maintenance

As previously stated, Moulton's **Information Technology Coordinator** will ensure proper setup and ongoing maintenance of the hardware, connectivity to campus-based wireless networks, and **the two Technology Specialists will work together** to guarantee the installation of educational software on each machine or on cloud-based systems as appropriate to the district's license for each.

Outline of Process (Not Yet Final)

- Tablets, laptops, and Wi-Fi devices for 1:1 access and residential Internet connection will be securely stored in the (locked) district technology lab when not in use by students;
- A subcommittee consisting of 3-4 teachers and administrators will meet in the summer and prior to each grading period to discuss appropriate curriculum alignment for technology integration, to prioritize access to each type of equipment (tablets and laptops) as necessary; and to address and resolve cases of competing need;
- In the case of competing need for home Internet access (and to avoid the possibility that parents will drop their home Internet connection in favor of district-funded access*), the subcommittee will review data regarding home access at least once each semester and will adjust its budget and equipment allocation accordingly;
- Equipment check-out and check-in will take place by grade level according to a pre-determined schedule (to be finalized in August 2014);
- Bobkatz Connect will begin equipment rollout to students in grades 11 and 12 and will proceed to include students in grades 9-10, 7-8, 5-6, and 3-4 in succession. All students will have at least three weeks of on-campus orientation and guided practice, along with explicit instruction in proper handling, use, and troubleshooting, prior to being assigned a device;
- Students will be expected to take their devices home daily and will be allowed to keep them over **weekends** and **school holidays**. The devices will be checked in during the **summer** unless the student is enrolled in summer school and/or dual-credit online classes during this time.

* There is also the possibility that increased 1:1 access to devices will encourage parents to *add* Internet service in their homes, thus *reducing* the issue of competing need. Data on Internet access (as determined through responses to surveys and student/parent self-reports) will be monitored throughout the project period to note trends and adjust access to Wi-Fi devices and service contracts accordingly.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **143902**

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to embarking on the planning process for Bobkatz Connect, the Superintendent of Schools verified with its Texas Association of School Boards (TASB) Risk Management Specialist, Gary Armstrong, that **all technology, existing and to be purchased, is and will continue to be covered for damage and loss by district-maintained insurance.** A copy of this verification is on file with the district.

All technology equipment will be accounted for through Moulton's existing inventory policies and procedures. Inventory is generally updated annually, but **hardware items added through this technology lending initiative will be accounted for on a weekly basis.**

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moulton maintains written district policies on technology resources that cover the following: Availability of access; Limits on personal use; Use by members of the public; Acceptable use; Filtering, Monitored Use, Disclaimer of liability; Record retention, and Security breach notification procedures. In addition, **the Student Code of Conduct includes a section on the personal and instructional use of telecommunications and other electronic devices.**

These policies will be revised and updated during summer 2014, and Moulton will produce a new, more user-friendly **Technology Lending Agreement and Responsible Use Policy**, which will also specify the lending period for district-owned 1:1 devices and cover rights to privacy regarding student academic records in accordance with FERPA (Family Education Rights and Privacy Act). This Agreement/Policy will be completed and available on the Internet and in hard copy no later than July 15, 2014. The Instructional Technology Specialist will be accountable for keeping this policy up to date and distributing it to all students each year.

Starting in fall 2014, all students in grades 3-12 will participate in an orientation to Bobkatz Connect that will begin with thorough introduction to the Technology Lending Agreement and Responsible Use Policy in order to ensure that students are aware of and agree to all components. Students who do not agree will not be allowed to participate in the technology lending program, but we do not anticipate that this will be the case. Students will also participate in at least 3 weeks of in-class practice with the devices and will be required to demonstrate basic proficiency with the equipment before being allowed to take it home. The Instructional Technology Specialist will draw up a simple checklist to facilitate this as well as an outline of basic troubleshooting tips for students and parents that will accompany the equipment when students first take it home.

Additionally, Moulton will communicate with parents via email, printed material, and in person to advise them of the Agreement/Policy, and parents will be asked to sign a version of this policy as well, that states their commitment to ensuring the safe and responsible use of technology in the home.

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